

PESANTREN-BASED MANAGEMENT MODEL IN THE MANAGEMENT OF ISLAMIC EDUCATION

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Abstract

The Pesantren-Based Management Model in Islamic Education Management is an innovative approach that integrates the traditional pesantren education system with modern education management principles. This model combines the strength of Islamic values and traditions that have been rooted in the pesantren system with contemporary learning methods, the latest educational technology, and a curriculum that is relevant to the demands of the times. The goal is to create a holistic, effective, and adaptive Islamic education system that is able to prepare students intellectually, spiritually, and practically to face the challenges of the modern world while maintaining Islamic identity and values. This model emphasises the balance between religious and general education, character development, as well as enhancing soft skills, so as to produce graduates who are not only knowledgeable and noble, but also able to contribute significantly in a global society. The research method used is literature. The results showed that the Pesantren-Based Management Model has significant advantages in integrating traditional Islamic values with modern education management principles. The model successfully combines the strengths of the pesantren system with contemporary educational innovations, creating a holistic approach that emphasises the balance between intellectual, spiritual and practical education. The flexibility and adaptability of this model in the face of changing times, as well as its focus on character building and soft skills development, make it highly relevant to address the needs of Islamic education in the global era. This study concludes that the Pesantren-Based Management Model offers an effective and sustainable solution in the management of Islamic education, with the potential to become a reference for the development of a progressive Islamic education system that remains rooted in fundamental Islamic values.

Keywords: Management Model, Pesantren, Management, Islamic Education.

INTRODUCTION

Islamic education has an important role in character building and intellectual development of Muslims. In Indonesia, pesantren have long been an Islamic educational

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institution that has strong roots in society and has contributed significantly to the development of national education.

Pesantren have a very important and irreplaceable role in Indonesia's national education system. As an indigenous educational institution that has deep roots in society, pesantren have proven to be able to make a significant contribution to the formation of the nation's character and the development of human resources. Pesantren not only focus on religious education, but also instil noble values such as independence, gotong royong, and nationalism (Tubagus et al., 2023). The existence of pesantren in various parts of the country also plays a role in equalising access to education, especially for people in remote areas who may not be reached by the government's formal education system (Iswadi et al., 2022).

Furthermore, pesantren have great potential to become strategic partners of the government in facing the challenges of education in the global era. With an integrative curriculum between religious and general sciences, pesantren can produce graduates who not only have a strong understanding of religion, but also have the competencies needed in the modern era. The flexibility and adaptability of pesantren to the times also make them a relevant educational model to continue to be developed (Bandur et al., 2022). Therefore, optimising the role of pesantren in the national education system through strengthening management and improving quality will have a significant positive impact on the progress of education and the development of the Indonesian nation as a whole. However, in the era of globalisation and rapid technological development, Islamic educational institutions, including pesantren, face various challenges in managing and improving the quality of education (Shaturaev, 2021).

One of the main challenges is limited resources, both in terms of financial and human resources. Many pesantren, especially those in remote areas, still rely on donations and support from the surrounding community, which is often insufficient to fulfil their operational needs and the development of educational facilities (Akrim, 2022). In addition, pesantren also face difficulties in recruiting and retaining qualified teaching staff, especially for general subjects, due to budget constraints and sometimes less strategic locations. This challenge is further exacerbated by the rapid development of technology and science, which requires pesantren to continuously update their curriculum and teaching methods to remain relevant (Baidi & SUTRISNO, 2022).

Another challenge that is no less important is the balance between maintaining traditional pesantren values and adopting modern educational approaches. Pesantren are required to be able to integrate religious education with general knowledge and practical skills needed in the global era, without losing their identity and noble values that characterise them. This requires a paradigm shift and management system that is not always easily accepted by all parties in the pesantren environment (Arifin et al., 2023). In addition, pesantren must also fight against the negative stigma that is

sometimes still attached to the community, such as the assumption that pesantren education is less relevant to the needs of the modern labour market. Facing these challenges, pesantren need to make smart innovations and adaptations, as well as establish closer cooperation with various parties, including the government, the private sector, and other educational institutions, to improve the quality of education and strengthen their position in the national education system (Halomoan et al., 2023).

The leadership system in pesantren, which is generally charismatic and centralised, needs to be studied to see how it can be synergised with modern management principles. Pesantren have great potential to contribute to the national education system. The right management model can help optimise the role of pesantren in a broader context. Therefore, a management model is needed that can ensure the sustainability and development of pesantren in the future, including in terms of leadership regeneration and adaptation to social change (Sitopu et al., 2024); (Guna et al., 2024); (Fawait et al., 2024).

Based on this background, this research aims to examine pesantren-based management models in the management of Islamic education through literature studies.

RESEARCH METHODS

The study in this research uses the literature method. Literature research method, also known as literature study or literature review, is a research approach that focuses on collecting, analysing, and synthesising information from a variety of existing written sources. (Syahrizal & Jailani, 2023); (Sahar, 2008).

RESULTS AND DISCUSSION

Characteristics of the Pesantren-Based Management Model

The Pesantren-Based Management model has the main characteristic of applying Islamic values as the foundation in every aspect of management. The principles of Islamic teachings such as honesty, trustworthiness, and responsibility become the basis for decision-making and the implementation of management tasks. This is reflected in an organisational culture that is thick with Islamic nuances, from the way of dressing, interactions between personnel, to conflict resolution that always refers to Islamic teachings (Halomoan et al., 2023).

The second characteristic is the charismatic leadership of kyai who is the central figure in pesantren. Kyai not only acts as a spiritual leader, but also as the main manager who directs and oversees the management of the pesantren. The kyai's leadership style, which is generally paternalistic and charismatic, has a great influence on the loyalty and dedication of the staff and santri. Important decisions are often made based on the kyai's direction and judgement (Ramadhani et al., 2021).

The pesantren-based management model is also characterised by an integrated education system between religious and general sciences. Curriculum management is designed to combine the learning of kitab kuning (classical Islamic literature) with general subjects, thus producing graduates who have a strong religious understanding while being competent in modern sciences. This approach requires flexible and innovative management to accommodate both aspects of education (Ulfah, 2021).

The last characteristic is the focus on economic independence and empowerment. Many pesantren develop professionally managed business units to support pesantren operations and provide entrepreneurial experience for santri. The financial management of pesantren often applies the principle of self-help, where pesantren try to fulfil their own needs without relying too much on external assistance. This encourages creativity in resource management and the development of the pesantren's economic potential.

Implementation of the Pesantren-Based Management Model in Islamic Education Management

The implementation of the Pesantren-Based Management Model in the management of Islamic education begins with integrating Islamic values into the curriculum. Curriculum management is designed to integrate religious sciences with general sciences in harmony. For example, in science lessons, students not only learn about scientific theories, but are also invited to relate them to relevant Qur'anic verses (Suroso et al., 2021). This aims to form a holistic understanding in students that science and religion are two things that complement each other, not contradict each other.

The pesantren-based management model emphasises the formation of students' Islamic character. Its implementation is seen in the development of a character education system that is integrated in all aspects of life in the educational environment. This includes the habituation of daily worship, such as praying in congregation and reading the Qur'an, as well as the application of Islamic manners in daily interactions. Student management is designed to facilitate extracurricular activities that strengthen Islamic values, such as santri organisations, halaqah (study groups), and social community activities (Hidayah, 2021).

The implementation of this model is also seen in human resource management. Recruitment and development of teaching and education personnel are not only based on academic and professional competence, but also on moral quality and Islamic understanding. Staff development programmes are designed to improve both teaching ability and understanding and practice of Islamic values. The performance evaluation system also considers Islamic aspects, such as discipline in worship and the ability to be a role model for students (Kardi et al., 2023).

Another important aspect is the management of facilities and infrastructure designed to support the creation of an Islamic atmosphere. This includes the provision

of adequate worship facilities, such as a well-maintained mosque or musholla, as well as the arrangement of classrooms and common areas that reflect Islamic values. For example, the installation of calligraphy of Qur'anic verses or hadith in various corners of the school, the provision of comfortable ablution places, and the separation of facilities between men and women in accordance with sharia principles. The management also ensures that all facilities and equipment used in the educational process are in line with Islamic principles, including in terms of hygiene and halalness (Taja et al., 2021).

The implementation of the Pesantren-Based Management Model is also reflected in financial management and financing that adopts the principles of Islamic economics. Budgeting and financial reporting systems are designed to ensure transparency and accountability in accordance with Islamic values. Educational institutions can implement a zakat, infaq, and sadaqah-based financial system to help finance education for underprivileged students. In addition, investment management and school business development are also carried out by considering halal aspects and the benefit of the ummah (Susilo et al., 2022).

This model also emphasises the importance of developing networks and partnerships with various parties based on the principle of ukhuwah Islamiyah. Educational institutions actively build cooperation with other pesantren, international Islamic education institutions, and Islamic organisations to broaden the horizons and experiences of students and educators. Student and teacher exchange programmes, joint seminars, and collaborative projects are implemented to strengthen solidarity and improve the overall quality of Islamic education (Hudzaifah et al., 2021).

Thus, the implementation of the Pesantren-Based Management Model in Islamic education management is a comprehensive approach that integrates Islamic values into all aspects of education management. Starting from the curriculum, character development, human resource management, infrastructure, finance, to network development, everything is based on Islamic principles. This model aims to create an educational environment that is not only academically superior, but also strong in moral formation and Islamic understanding. With this holistic approach, Islamic educational institutions are expected to produce a generation that has a balance between intellectual, emotional and spiritual intelligence, and is able to face the challenges of the times while adhering to Islamic values.

Advantages and Challenges of the Pesantren-Based Management Model

One of the main advantages of the Pesantren-Based Management Model is its ability to integrate Islamic values into all aspects of education management. This model does not only focus on teaching religion as a separate subject, but also embedding Islamic principles in every school activity, from the learning process to operational management (Kultsum et al., 2022). This creates an educational environment that is

cohesive and consistent in instilling Islamic values, thus shaping students' character more effectively and thoroughly.

This model excels in developing students' character holistically. By combining modern academic approaches and traditional pesantren values, this model is able to produce graduates who are not only intellectually proficient, but also have noble morals and a strong understanding of religion. The emphasis on spiritual aspects and Islamic ethics in daily life helps students develop emotional and spiritual intelligence that is balanced with their intellectual intelligence (Ismail et al., 2022).

One of the main challenges in implementing the Pesantren-Based Management Model is how to adapt the traditional values of pesantren to the demands of modernisation and globalisation. Educational institutions must be able to maintain a balance between maintaining fundamental Islamic principles and adopting modern educational and technological innovations. This requires flexibility and open-mindedness from education managers to continuously update learning methods and content without compromising the essence of Islamic values (Harfiani & Mavianti, 2022).

Another challenge faced is in terms of standardisation and recognition. While this model may be very effective in certain contexts, there is a need to ensure that graduates remain competitive and recognised in the national and international education system. Educational institutions that implement this model need to work hard to meet the academic standards set by the government while still maintaining the uniqueness of their pesantren-based approach. In addition, they also need to convince the wider community of the quality and relevance of the education they offer in the context of the modern world (Nasir, 2021).

One of the significant challenges in implementing the Pesantren-Based Management Model is the development of competent human resources. Educators and managers are needed who not only deeply understand the values of pesantren, but also have relevant modern knowledge and skills. Recruitment, training, and ongoing professional development are crucial to ensure that staff can effectively integrate traditional pesantren approaches with contemporary educational methods (Chanifah et al., 2021).

This model has the advantage of forming a strong and cohesive learning community. The dormitory system commonly implemented in pesantren allows for an intensive and continuous learning environment. The close interaction between students, teachers, and the pesantren community creates an atmosphere conducive to learning, character building, and social skill development. This is difficult to achieve in a conventional education system that is limited to specific school hours (Triansyah et al., 2023).

Thus, the Pesantren-Based Management Model offers a unique approach to education by integrating traditional Islamic values and modern education. Its

advantages lie in its ability to mould students' characters holistically, create a strong learning community, and instil deep spiritual values. However, this model also faces significant challenges, especially in terms of adaptation to the times, standardisation and recognition, and the development of competent human resources. To succeed, educational institutions that implement this model need to continue to innovate and adapt, while still maintaining the essence of Islamic values that are its main foundation. With a balanced and strategic approach, the Pesantren-Based Management Model can be an effective educational alternative, producing graduates who not only excel academically but also have strong character and moral values, ready to face the challenges of the modern world.

Relevance of the Pesantren-Based Management Model to the Development of Contemporary Islamic Education

The Pesantren-Based Management model has a strong relevance to the development of contemporary Islamic education due to its ability to integrate traditional Islamic values with the needs of modern education. In the era of globalisation, where many Islamic educational institutions face the dilemma between maintaining tradition or adopting modernity, this model offers an ideal middle ground. Modern pesantren that apply this model succeed in maintaining the essence of Islamic teachings while adopting the latest learning methods and technology, making them relevant to the demands of the times without losing their Islamic identity (Defitrika & Mahmudah, 2021).

In the context of contemporary Islamic education, which increasingly emphasises the importance of character building and soft skills development, the Pesantren-Based Management Model shows its high relevance. The 24-hour education system in a pesantren environment provides a unique opportunity to shape students' characters intensively and comprehensively. Values such as discipline, responsibility, cooperation, and leadership can be instilled through daily activities in pesantren. This is in line with global trends in education that emphasise the importance of emotional and social intelligence in addition to intellectual intelligence (Nikmatullah et al., 2023).

This model is also relevant to the concept of holistic education that is increasingly emphasised in contemporary Islamic education. Modern pesantren that implement this model do not only focus on religious knowledge, but also integrate general knowledge and practical skills. The balance between religious and general sciences, between intellectual and spiritual development, makes this model in line with the vision of comprehensive Islamic education. It answers the needs of contemporary Muslim societies for graduates who are not only experts in religion but also able to contribute in various fields of modern life (Hoerudin et al., 2023).

The relevance of the Pesantren-Based Management Model is also evident in its ability to adapt and innovate. Modern pesantren that apply this model have shown

flexibility in adopting innovative learning methods, educational technology, and curricula that are relevant to the needs of the times. For example, the integration of online learning, the use of information technology in education management, and the development of programmes oriented towards entrepreneurship and global skills. This adaptability has made the pesantren model relevant and even pioneering in some aspects of contemporary Islamic education.

Conclusion

The pesantren-based management model in the management of Islamic education is a unique and effective approach in integrating traditional Islamic values with the demands of modern education. It combines the time-tested strengths of the pesantren system with contemporary educational management principles, creating a synthesis that is able to address the challenges of Islamic education in the global era. Its success lies in its ability to maintain the core teachings and values of Islam while adopting learning methods, technology, and curriculum relevant to the needs of the times. The holistic approach that emphasises the balance between intellectual, spiritual, and practical education makes this model highly relevant to the vision of comprehensive Islamic education.

Furthermore, the Pesantren-Based Management Model has shown high flexibility and adaptability in the face of changing times. Its ability to continuously innovate, both in teaching methods, curriculum development, and the application of educational technology, proves that this model is not only relevant but also has the potential to become a pioneer in the development of contemporary Islamic education. With a focus on character building, soft skills development, and the integration of general and religious knowledge, this model prepares students not only to become religiously observant individuals, but also to be able to contribute significantly in a complex modern society. Therefore, the Pesantren-Based Management Model can be considered as one of the answers to the challenges of managing Islamic education in the contemporary era, offering a balanced solution between tradition and modernity.

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